



Latchmere Academy Trust Inclusion Charter

At LAT we use the Quality First Teaching (QFT) reflective journal to enhance inclusive practice.

Quality first teaching is the first response to supporting children with SEND.

We promote pupil independence and prepare them for their next stage of education.

We use Rosenshine's Principles of Instruction to inform our practice.

The following six focus areas are reflected upon daily in the classroom to ensure all pupils can fully participate and succeed.



1 Physical environment

Limited visual clutter in the classroom
Carefully considered seating plans
Access to classroom equipment such as writing slopes and wobble cushions
Access to technology to support learning and develop independence
Low stimulation areas in a classroom
Pale cream/blue background on teaching slides



2 Relationships and behaviour

Adapted behaviour plans for identified children
Individual reward systems for identified children
Established ELSA and access to nurture groups
Close liaison with the AfC Mental Health Support Team
Consistent use and teaching around Zones of Regulation



3 Language and communication

Accompany verbal instruction with visual aids
Adapted questioning to check understanding
Use of visual timetables in all classrooms
Access to specialist interventions such as Social thinking and Attention Autism
Share knowledge organisers with parents in advance and revisit these regularly



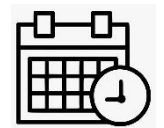
4 Curriculum and Adapted Teaching

Previous learning is reviewed at regular intervals (daily, weekly, half termly)
New material is presented in small steps with clear and detailed instructions
Scaffolding guides children as they begin to practice
Regular questioning checks understanding and systematic feedback is given
Use of task planners and access to 'What a good one looks like'- WAGOLL
Targeted interventions which are regularly reviewed



5 Classroom management

Use of visuals for classroom organisation
Clearly established routines
Consistent behaviour expectations
Implementation of whole-school behaviour system
Zones of Regulation registration check-ins
Regular movement breaks and routines connected with transition points



6 Whole-school culture and ethos

Use of social stories
Reflection on pupil voice
Incorporation of flexible grouping based on current level of mastery.
Close liaison and partnership with parents and guardians, including coffee mornings
Teaching Assistants to complement QFT with small group and 1:1 intervention
Technology used to model worked examples or to help pupils learn, practice and record learning.

